



# Florida Consortium on Inclusive Higher Education

## Application for 2017 TPSID Mini-Grant Funding

The following is an application for the TPSID Mini Grant, offered through the Florida Consortium on Inclusive Higher Education and funded by the US Department of Education.

**Eligibility:** Institutions of Higher Education (IHEs) as defined by the Federal TPSID criteria (see FAQs).

**Due Date:** This is an open application process. Applications may be received at any time throughout the fiscal year 10.1.2016 -9.30.2017. For those who apply for and receive the Mini-grant near the end of the funding cycle, they may request a no-cost extension with a simple email and explanation.

**Electronic application must be submitted to:**

Kathleen Becht  
Kathleen.Becht@ucf.edu  
University of Central Florida

**All applications must include a cover page with the following information:**

- Applying entity
- Primary contact person (name, address, phone and fax number, and e-mail)
- Contractual contact person (name, address, phone and fax number, and e-mail)
- Fiscal contact (name, address, phone and fax number, and e-mail)
- Federal I.D. #
- Amount of funding requested (up to \$24,999)
- Original signature(s) of accountable officer for the funds

Please direct any questions or completed mini-grant applications:  
Kathleen Becht Ph.D., Director: Kathleen.Becht@ucf.edu

## **TPSID Grants Background**

The TPSID Mini Grant represented in this application is funded through the ***Florida Consortium on Inclusive Higher Education*** (FCIHE), a TPSID Demonstration grant. The following is background information on the **FCIHE** Demonstration Grant that funds the TPSID Mini Grants.

The **Higher Education Opportunities Act** (HEOA) signed into law on August 14, 2008, authorizes the following:

- Students with intellectual disabilities (ID) to enroll in programs and to access work-study jobs, Pell grants and Supplemental Educational Opportunity Grants;
- Inclusive model comprehensive transition and postsecondary program grants for students with intellectual disabilities (TPSIDs); and
- A new national coordinating center.

On June 30, 2010 and again on October 1, 2015, the U. S. Department of Education, Office of Postsecondary Education, released five-year federal grant applications under the ***Transition Programs for Students with Intellectual Disabilities into Higher Education (TPSID)***. Programs funded under these grants were awarded up to \$500,000 per year for five years.

***The Florida Consortium on Inclusive Higher Education*** (FCIHE or The Consortium) has been awarded the Florida TPSID grant to support the enhancement and creation of postsecondary educational opportunities for individuals with intellectual disabilities throughout the state of Florida. To form the ***Florida Consortium on Inclusive Higher Education***, the University of Central Florida (UCF) partnered with the University of South Florida St. Petersburg (USFSP), Florida International University (FIU), and the Florida State College of Jacksonville (FSCJ). The **Consortium** was awarded \$500,000 annually and may be renewed each year through September 30, 2020

### **Florida Consortium Objectives:**

1. Expansion of the number of inclusive postsecondary education programs on campuses across Florida for young adults with intellectual disabilities and their families.
2. Collaboration with all Florida postsecondary programs for students with intellectual disabilities and other key stakeholders to facilitate alignment of curriculum and credentialing among the institutions.
3. Development of a base of meaningful research in this area and to disseminate the research through peer-reviewed articles, conference presentations, and training.



Florida  
Consortium  
on Inclusive  
Higher Education

**Florida Consortium Action Items:**

To achieve these TPSID grant objectives, the **Consortium** is partnering with the Florida Department of Education's Division of Vocational Rehabilitation, Bureau of Exceptional Education and Student Services, and other appropriate partners to design and deliver:

- professional development,
- the annual Hartwick Symposium,
- strategic program evaluation, and
- to ensure reporting to and collaboration with the national Transition Programs for Students with Intellectual Disabilities (TPSID) Coordinating Center (Think College).

**A Model Comprehensive Transition and Postsecondary Program for Students with Intellectual Disabilities** as defined by HEOA is one that:

- (1) serves students with intellectual disabilities (ID);
- (2) provides individual supports and services for the academic and social inclusion of students with intellectual disabilities (ID) in academic courses, extracurricular activities, and other aspects of the institution of higher education's regular postsecondary program;
- (3) integrates person-centered planning in the development of the course of study for each student with an intellectual disability participating in the model program;
- (4) participates with the coordinating center established under section 777(b) in the evaluation of the model program; and
- (5) with respect to the students with intellectual disabilities participating in the model program, provides a focus on --
  - (A) academic enrichment;
  - (B) socialization;
  - (C) independent living skills, including self-advocacy skills; and
  - (D) integrated work experiences and career skills that lead to gainful employment.

**Request for Mini-Grant Application**

This request for application serves to support the expansion or enhancement of existing inclusive postsecondary transition education programs (IPSE) within IHEs, or to support the development of new programs. Funding provided through this mini-grant opportunity may be used to provide:

- individual student supports within the academic, social, and independent living domains or
- to support building an infrastructure for new programs which could include personnel costs, though
- may not be used as financial assistance for students, including tuition, books, or institutional fees.

**Program Requirements:**

In accord with the Federal TPSID grant, the FCIHE, supporting this mini-grant application, applicants must indicate how they will establish a comprehensive inclusive transition and postsecondary education program (IPSE) for students with intellectual disabilities that meets the statutory definition of such program and that meets all of the requirements below. *For clarity in grant review, create a sub-header for each requirement below within the narrative section.*

1. Serve students with intellectual disabilities;
2. Provide individual supports and services;
3. Focus on academic and social integration that lead to gainful employment;
4. Integrate person- centered planning;
5. Participate with the Coordinating Center - (project evaluation/technical assistance activities);
6. Partner with LEA to address IDEA eligible students;
7. Plan for sustainability; and
8. Offer a meaningful credential.

**I. Project Abstract:** The abstract should include information about the project’s goals and objectives, the activities that will be implemented during the grant period, the number of students to be served, and a list of partners who will participate in the grant. (Please provide a one-page, single spaced abstract of your application. The abstract is not included in the page count.)

**II. Project Narrative:** Please address the 6 criteria below and include the 8 TPSID Project Requirements (above) as they relate to the development or enhancement of your existing or proposed IPSE program.

- The Project Narrative must include the 13 criteria and requirements, as sub-headers, be double-spaced, and may not exceed 12 pages.

**1) Need for Project**

Please direct any questions regarding this mini-grant application in writing to:

Address the following in this section of the application:

- Magnitude of the Need for Services/Activities
- Project Objectives – identify at least 3 measurable objectives for the grant
- How Objectives Address Stated Needs

## **2) Project Description and Quality of Services**

Address the following in this section of the application:

- Services to be Provided to Meet the Needs of the Recipients (identify number and disability of the population to be served)
- Services to be Provided that Lead to Improvements in Employment & Independent Living Outcomes (identify the completion credential)
- Strategies Proposed to Support Recipients (including individual supports and services)
- Identify the projected program of study (clarify expected number of academically inclusive and, if applicable, academically specialized courses)

## **3) Quality of Project Personnel**

Address the following in this section of the application:

- Qualifications & Relevant Experience of all Key Project Personnel
- Include CVs & Resumes in Appendix

## **4) Program Evaluation**

Address the following in this section of the application:

- Outline an Evaluation Framework
- Measures/Instruments for Data Collection

## **5) Plan for Sustainability:**

Identify how the use of community and institutional systems and supports will facilitate the sustainability of the program. Include positions and services being paid for by the institution or other community agencies.

### **III. Budget and Budget Justification:**

Provide the following, utilizing the template on the following page:

- A detailed budget with narrative
- A Narrative Budget Summary outlining the total budget requested and budget justification,
- Period of Performance (not more than one year)

Examples of individual student supports include costs associated with paying academic or social mentors, tutors, independent living coaches, and employment supports. The total budget amount requested may not exceed \$24,999.

## Budget

This budget is designed for <IHE's name here> Mini-Grant activities as funded by the **Florida Consortium on Inclusive Higher Education** to create or expand high quality, inclusive models of comprehensive postsecondary transitions programs for students with intellectual disabilities.

**Summary:** (Identify in Narrative form a one paragraph summary of the Budget expenditures and expected outcomes here).

<b>Mini Grant Budget and Narrative</b>	
<b>Instructions: Provide a brief narrative of each of the Project affiliated and Personnel Costs. Include FCIHE grant dollars. This is a Direct-Cost only grant. (You may add rows as necessary to this chart).</b>	<b>Grant Funding</b>
<b>PERSONNEL</b>	
<b>FRINGE BENEFITS</b> (identify %)	
<b>TOTAL SALARIES</b>	
<b>TOTAL FRINGE BENEFITS</b>	
<b>TOTAL SALARIES &amp; FRINGE BENEFITS</b>	
<b>TRAVEL</b> (Employee Domestic)	
<b>TOTAL TRAVEL</b>	
<b>TOTAL PROJECT BUDGET (Direct Costs)</b>	

**No Cost-Sharing is associated with this Mini-Grant.**

Please direct any questions regarding this mini-grant application in writing to:  
Kathleen Becht Ph.D., Director: Kathleen.Becht@ucf.edu

## Frequently Asked Questions (FAQs)

Notice: Some of this information has been adapted from the Federal FAQ issued with the original TPSID grant application.

### Eligible Applicants

#### What is the criteria for an IHE?

*All applicants for this mini-grant award must meet the definition of Institution of Higher Education (IHE) as defined by the Federal government in the original TPSID application. This includes non-profit, private, degree conferring institutions of higher education, and community and state colleges.*

**Institution of Higher Education. For purposes of this Act, other than title IV, the term 'institution of higher education' means an educational institution in any State that--**

- (1) admits as regular students only persons having a certificate of graduation from a school providing secondary education, or the recognized equivalent of such a certificate or persons who meet the requirements of section 484(d)(3);
- (2) is legally authorized within such State to provide a program of education beyond secondary education;
- (3) provides an educational program for which the institution awards a bachelor's degree or provides not less than a two-year program that is acceptable for full credit toward such a degree or awards a degree that is acceptable for admission to a graduate or professional degree program, subject to review and approval by the Secretary;
- (4) is a public or other nonprofit institution; and
- (5) is accredited by a nationally recognized accrediting agency or association, or if not so accredited, is an institution that has been granted pre-accreditation status by such an agency or association ***that has been recognized by the Secretary for the granting of pre accreditation status***, and the Secretary has determined that there is satisfactory assurance that the institution will meet the accreditation standards of such an agency or association within a reasonable time.

(b) ADDITIONAL INSTITUTIONS INCLUDED.—For purposes of this Act, other than title IV, the term “institution of higher education” also includes—

- (1) any school that provides not less than a one-year program of training to prepare students for gainful employment in a recognized occupation and that meets the provision of paragraphs (1), (2), (4), and (5) of subsection (a); and

(2) a public or nonprofit private educational institution in any State that, in lieu of the requirements in subsection (a)(1), admits as regular students individuals—

(A) who are beyond the age of compulsory school attendance in the State in which the institution is located; or

(B) who will be dually or concurrently enrolled in the institution and a secondary school.(Sec 101. General Definition of an Institution of Higher Education

[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110\\_cong\\_public\\_laws&docid=f:publ315.110](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110)).

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**Are proprietary schools (IHEs) eligible to participate in the TPSID program mini-grant?**

No.

**Term and Amount of Awards**

*The mini-grant awards can range from \$1,000 to \$20,000. The maximum award will be \$20,000. This is a one year grant.*

**What is the page limitation for the TPSID program mini-grant application?**

*The page limit for the project narrative portion of the application for the FY 2016 mini-grant competition is **10** pages.*

**How many letters of support should one include in their application?**

*Three (3) letters of support are required.*

**Use of Grant Funds**

**Are there expectations on how different dollars (IDEA, vs. grant vs. IHE) are spent?**

*The mini-grant budget is not intended to supplant existing program resources that are being used if the institution already has a comprehensive transition and postsecondary program in place. Rather, the mini-grant is used to extend the scope, breath, or depth of the existing comprehensive transition and postsecondary program. **There is a requirement for grantees to build sustainable programs** – this can best be accomplished if institutions contribute and support the program early in its development.*

**What are the Budget Requirement for IHEs?**

*Funding from the U.S. Office of Postsecondary Education, and specifically, these comprehensive transition and postsecondary program grants are required to follow the rules of allowable and unallowable expenses directed by EDGAR. Reviewers will likely look for sufficient resources dedicated to activities that facilitate the students participation in the academic, social, work experience, and independent living sectors of a higher education setting. Applications will also be examined to determine whether the proposed work for this program is aligned with the intent of the TPSID priority. Please refer to EDGAR for information regarding “allowable” costs. You may access EDGAR at <http://www.ed.gov/policy/fund/req/edgarReq/edgar.html>.*

*You may also refer to OMB circulars for such guidance via the following website:*

*<http://www.whitehouse.gov/omb/circulars/>.*

*The following circulars cited are also utilized to assist in determining allowable costs: A-87-Cost Principles for State, Local and Indian Tribes, A-21-Cost Principles for Educational Institutions and A-122-Cost Principles for Non-Profit Agencies.*



## **What is the Federal definition of a “Student with an Intellectual Disability” for the purpose of the TPSID Program?**

*The term ‘student with an intellectual disability’ means a student—(A) with mental retardation or a cognitive impairment, characterized by significant limitations in—(i) intellectual and cognitive functioning; and(ii) adaptive behavior as expressed in conceptual, social, and practical adaptive skills; and(B) who is currently, or was formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act (section 760 (20 U.S.C. 1140 sec 760(2))[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110\\_cong\\_public\\_laws&docid=f:publ315.110.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_public_laws&docid=f:publ315.110.pdf)). This definition was defined more fully in the final regulations which clarified proposed rules for the Title IV, Federal Student Aid Process.*

*Additionally, the U.S. Department of Education recognizes that disabilities other than mental retardation, such as certain forms of autism and traumatic brain injury, may be considered intellectual disabilities, under Sec. 668.233(c) , a student with an intellectual disability is eligible to receive Federal Pell, FSEOG, and FWS program assistance under subpart O of part 668 (Financial Assistance for Students with Intellectual Disabilities) if the institution that offers the eligible comprehensive transition and postsecondary program obtains a record from a local educational agency (LEA) that the student is or was eligible for special education and related services under the IDEA.*

*Additionally, if that record does not specifically identify the student as having an intellectual disability, the institution must review all documentation obtained, such as a documented comprehensive and individualized psycho-educational evaluation and diagnosis of an intellectual disability by a psychologist or other qualified professional; or a record of the disability from an LEA or State educational agency (SEA), or government agency, such as the Social Security Administration or a vocational rehabilitation agency, that identifies the intellectual disability. Ultimately, the institution determines whether a student meets the definition of a student with an intellectual disability for the purpose of this subpart.*

*The U.S. Department of Education interprets the statute as providing that a student who has not gone through the formal IDEA eligibility process does not meet the definition of a student with an intellectual disability. Specifically, section 760(2) states that a student with an intellectual disability means a student who “is currently, or was formerly, eligible for a FAPE under the IDEA.” While the U.S. Department of Education states it does not wish to exclude students who have not gone through this process, it states it does not believe the statutory language permits the Department to make these students eligible.*

## **Does the definition of ID include individuals with ASD?**

Please direct any questions regarding this mini-grant application in writing to:  
Kathleen Becht Ph.D., Director: [Kathleen.Becht@ucf.edu](mailto:Kathleen.Becht@ucf.edu)

*The comprehensive transition and postsecondary program is targeted at providing access to postsecondary education to those students who traditionally have been unable to participate in higher education. If a student with ASD has a significant cognitive impairment with significant limitation in cognitive functioning, and limitations in adaptive behavior, and who was formerly or currently eligible for IDEA services, that student does meet the definition of an eligible student.*

*If a student with ASD does not meet this definition, and their disability does not present any significant intellectual or cognitive functioning or adaptive behavior, the student may be admitted to the institution, and may be considered a student with a disability, and thus entitled to disability support services and/or accommodations consistent with other Federal policy such as Section 504 of the Rehabilitation Act or the American with Disabilities Act.*

**How does one assess “Inclusiveness” as it relates to the model comprehensive transition and postsecondary programs applicants are developing for the TPSID program?**

*In an amended regulation – “(E) Requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible (section 760 (20 U.S.C. 1140))”.*

*If you are trying to assess the "inclusiveness" of a student's program - IHEs may also want to consider questions like: whether there is any potential least restrictive environment in which the content of the course can be delivered? Whether or not an existing course can be adapted to address the knowledge/content delivered in a segregated setting? Has the program considered all possible less segregated options in which the student can learn the course content - instead of being placed in a segregated class or experience?*

*Each applicant must utilize the information provided to shape how they plan to address “inclusiveness” as it relates to comprehensive transition and postsecondary programs for students with intellectual disabilities you are in the process of developing or expanding.*

**What is Integration of Person Centered Planning?**

*Person centered planning facilitates a student’s self-determined decision making toward the development of an action plan to achieve their desired goals. This planning process includes an advising and curriculum structure in which academic advisors carefully listen, ask questions, and engage the students in identifying and expressing information related to their academic, credential, and career goals. Integration across programs and collaborative academic advising efforts, coupled with information about each student’s individualized strengths and areas of growth, help students with intellectual disabilities to make informed decisions about their individualized course of study plans and the supports needed to attain their goals.*

### **What is the definition of comprehensive transition and postsecondary program?**

*The term “comprehensive transition and postsecondary program for students with intellectual disabilities” (section 760(1) of the HEA) means a degree, certificate, or non-degree program that meets each of the following:*

*(A) Is offered by an institution of higher education.*

*(B) Is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment.*

*(C) Includes an advising and curriculum structure.*

*(D) Requires students with intellectual disabilities to participate on not less than a half-time basis as determined by the institution, with such participation focusing on academic components, and occurring through one or more of the following activities:*

*(i) Regular enrollment in credit-bearing courses with nondisabled students offered by the institution.*

*(ii) Auditing or participating in courses with nondisabled students offered by the institution for which the student does not receive regular academic credit.*

*(iii) Enrollment in noncredit-bearing, non-degree courses with nondisabled students.*

*(iv) Participation in internships or work-based training in settings with nondisabled individuals.*

*(E) Requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible.*

### **TPSID program participant information**

#### **Can students who have been home schooled and/or who have gone to private school participate in TPSID programs?**

*Yes. However, these students must have been or in the future, would have to go through an IDEA eligibility determination process and determined to be eligible for IDEA services, regardless of whether they actually did receive or will receive services under IDEA.*

#### **What is the age range of the students with intellectual disabilities who are to be served via TPSID programs?**

The federal legislation does not specify the age range of the students with intellectual disabilities. Applicants’ comprehensive transition and postsecondary programs are to serve students with intellectual disabilities who are currently, or were formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act (section 760 (20 U.S.C. 1140 sec 760 (2)).

#### **Is there an age limit for students who participate in the model comprehensive transition and postsecondary programs for students with intellectual disabilities?**

*Although the program legislation does not specify an age limit for students with ID, enrolled in the model comprehensive transition and postsecondary programs, please keep in mind that individual IHEs may have their own enrollment requirements.*

**How many years are required for a model comprehensive transition and postsecondary program for students with intellectual disabilities served through a TPSID program?**

*The program legislation does not specify the number of years considered to be appropriate for a model program.*

**May non-traditional/older students with ID participate in the TPSID program?**

*The program regulations do not prohibit, non-traditional/older adult students with ID from participating in the TPSID programs.*

Applicants who may be considering targeting adult students with ID may also want to consider that IHEs must have written, verifiable documentation that the adult students with ID were deemed eligible for IDEA (the students are currently or were formerly, eligible for a free appropriate public education under the Individuals with Disabilities Education Act (section 760 (20 U.S.C. 1140 sec 760 (2).).

**Why is employment an anticipated outcome for students with intellectual disabilities who enroll in eligible comprehensive transition and postsecondary programs?**

*Gainful employment is an important outcome for students with intellectual disabilities participating in comprehensive transition and postsecondary programs. In fact, the U.S. Department of Education has a long history of providing national leadership for, and administration of, programs that develop and implement comprehensive and coordinated programs of vocational rehabilitation, supported employment and independent living for individuals with disabilities, through services, training and economic opportunities, in order to maximize their employability, independence and integration into the workplace and the community.*

*The U.S. Department of Education states that it believes that the regulations sufficiently ensure that the comprehensive transition and postsecondary programs approved by the Department will focus on ensuring that enrolled students will be prepared for gainful employment. Specifically, in the definition of the term comprehensive transition and postsecondary program in Sec. 668.231, paragraph (a)(3) provides that the program is one that is designed to support students with intellectual disabilities who are seeking to continue academic, career and technical, and independent living instruction at an institution of higher education in order to prepare for gainful employment. Under Sec. 668.232(a), an institution applying to offer a comprehensive transition and postsecondary program as an eligible program under Title IV of the HEA must provide to the*

*Secretary a detailed description of that program, including a description that addresses all of the components of the program, as defined in Sec. 668.231. Because Sec. 668.231(a)(3) specifically references that a comprehensive transition and postsecondary program is one that is designed to prepare enrolled students for gainful employment, the detailed description required under Sec. 668.232(a) must include a description of how the program meets this definitional requirement. We, therefore, believe that the regulations sufficiently ensure that any comprehensive transition and postsecondary program will focus on the outcome of gainful employment for students participating in these programs.*

### **Where can I find the Higher Education Opportunity Act**

*For additional information, please consult the Higher Education Opportunity Act Statute (<http://www2.ed.gov/policy/highered/leg/hea08/index.html>), and the final regulations, which include clarifying language related to institutional participation in title IV Federal student aid programs <http://edocket.access.gpo.gov/2009/E9-25373.htm>.*

### **What is the CTP application?**

*Readers should be aware of the differing application requirements under the TPSID program (the application above) and the requirements for institutions interested in applying to the US Office of Federal Student Aid (FSA), to obtain certification as a comprehensive transition and postsecondary program (CTP) and thus deemed eligible to participate in title IV Federal student aid programs. For more information about the CTP application process and requirements related to Federal student aid, please read the electronic announcement posted to the FSA Information for Financial Aid Professionals website at <http://www.ifap.ed.gov/ifap/index.jsp>.*



## Florida Consortium on Inclusive Higher Education MINI GRANT RUBRIC

**Institution:** \_\_\_\_\_ **Total Score:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Contact Name:** \_\_\_\_\_

**Directions:** The scoring rubric is comprised of five sections. Sections I, II, III, and V are scored for criteria met; either as total points for meeting each criteria or zero points. Section IV is scored for degree of descriptor/criteria met. Upon scoring each section, sum the column(s) and place the total in the grey square for that section. When all sections are scored, total the grey squares for the Total Project score. Use the Comments sections as needed.

**Mini Grant Eligibility Criteria:** Applicants must meet the definition of Institution of Higher Education (IHE) as defined in the TPSID application package and including non-profit, private, degree conferring and two-year colleges and IHEs.

**I. ELIGIBILITY CRITERIA – Assign 10 points for each criteria met or 0 points for criteria not met.**

**YES = 10    NO = 0**

1. Serves students with intellectual disabilities (SwIDs).		
2. Provides individual supports and services for the academic inclusion of SwIDs in academic courses where students without intellectual disabilities are also enrolled.		
3. Provides individual supports and services for the social inclusion of SwIDs in extracurricular or other activities of the IHE, in which students without intellectual disabilities are members.		
4. Focuses on core transition skills (academic, social, independent living, career, and self-advocacy) including integrated paid work experiences.		
5. Collaborates with community agencies toward seamless transition to paid employment upon program completion.		
6. Integrates person-centered planning in development of each participating student's course of study.		
7. Partners with one or more LEAs AND agencies/stakeholders to support SwIDs eligible for special education and related services under IDEA (2004).		
8. Identifies plans for the sustainability of the inclusive postsecondary education (IPSE) program after the end of the grant period.		
9. Identifies a plan for meaningful credentials for SwIDs upon the completion of the IPSE program.		
<i>Sum points in 'Yes' column and transfer number to grey box at end of row.</i>	<b>Max Score: 90</b>	
<b>Comment:</b>		

**II. PROJECT ABSTRACT: Assign 1 point for each descriptor met or 0 where descriptor is not met.**

**1    0**

1. One-page, single spaced.		
2. Project's goals and objectives are identified.		
3. Grant period activities are identified.		
4. Number of students to be served.		
5. Participating partners are identified.		
<i>Sum points in 'first' column and transfer number to grey box at end of row.</i>	<b>Max Score: 5</b>	
<b>Comment:</b>		

**III. BUDGET REQUIREMENT: Assign 5 points for each descriptor met or 0 where descriptor is not met.**

**5    0**

1. Follows the rules of allowable and unallowable expenses directed by EDGAR (see page 3).		
2. Adequacy of support from the applicant's organization of facilities, equipment, supplies, and other resources.		
3. Adequacy of the budget to support the proposed project and project services/activities.		
4. Reasonableness of costs in relation to the number of SwIDs served and anticipated results and benefits.		
5. Adequacy of project sustainability after Federal funding ends, including, demonstrated commitment of appropriate entities to such support.		
<i>Sum points in 'first' column and transfer number to grey box at end of row.</i>	<b>Max Score: 25</b>	

Please direct any questions regarding this mini-grant application in writing to:

**Assessing "Inclusiveness"** In an amended regulation, "(E) requires students with intellectual disabilities to be socially and academically integrated with non-disabled students to the maximum extent possible (section 760 (20 U.S.C. 1140)".

**Comment:**

<b>IV. Inclusiveness:</b> Assign a score <b>5, 3, 1</b> or <b>0</b> for degree of each descriptor, where <b>0</b> represents not met.	<b>5</b>	<b>3</b>	<b>1</b>	<b>0</b>
1. The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age, or disability.				
2. The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.				
3. The likelihood that the proposed project leads to skill improvements necessary to gain employment.				
4. The likelihood that the proposed project leads to skill improvements necessary to build capacity for independent living.				
5. The predominant enrollment of SwIDs in the IHE social activities and college courses with their non-disabled college peers.				
6. Rationale for courses or social activities in which only SwIDs are enrolled or members.				
<b>Sum points in each column, then sum this row with total in grey box.</b>	<b>Max Score: 30</b>			

**Comment:**

<b>V. Project Narrative Description Criteria:</b> Assign <b>5 points</b> for each descriptor met or <b>0</b> where descriptor is not met.	<b>Yes 5</b>	<b>No 0</b>
1. Complete description of the magnitude of the problem to be addressed by the proposed project.		
2. Complete description of need for the identified services or activities to be carried out by the proposed project.		
3. Gaps or weaknesses in services, infrastructure, or opportunities have been identified and addressed in proposed project, including the nature and magnitude of those gaps or weaknesses.		
4. The proposed project is likely to build local capacity to provide, improves, or expands services that address the needs of the target population.		
5. The likely utility of the products (such as information, materials, processes, or techniques) that will result from the proposed projects, including the potential for the products to be used effectively in a variety of other settings.		
6. The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.		
7. The project design and implementation plan is sufficiently detailed toward objective achievement.		
8. The project evaluation design uses appropriate methodological tools to ensure objective achievement.		
9. The project is designed to build capacity and yield results in the area of employment.		
10. The project design reflects current knowledge from research and effective practice.		
<b>Sum points in 'first' column and transfer number to grey box at end of row.</b>	<b>Max Score: 50</b>	

**Comment:**

**Sum points for all grey boxes. Total Max Score: 200**



## TPSID Applicable EDGAR Regulations

(a) The Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 75, 77, 79, 82, 84, 86, 97, 98, and 99. (b) The OMB Guidelines to Agencies on Government-wide Debarment and Suspension (Non-procurement) in 2 CFR 180, as adopted and amended as regulations of the Department in 2 CFR part 3485. (c) The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR part 200, as adopted in 2 CFR part 3474 (USDOE, 2015. *Federal Register*, 80, 123)

**§ 75.702 Fiscal control and fund accounting procedures.**

A grantee shall use fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds.

**§ 75.703 Obligation of funds during the grant period.**

A grantee may use grant funds only for obligations it makes during the grant period. (Authority: 20 U.S.C. 1221e-3 and 3474)

**§ 75.707 When obligations are made.** The following table shows when a grantee makes obligations for various kinds of property and services.

If the obligation is for—	The obligation is made—
(a) Acquisition of real or personal property.	On the date the grantee makes a binding written commitment to acquire the property.
(b) Personal services by an employee of the grantee.	When the services are performed.
(c) Personal services by a contractor who is not an employee of the grantee.	On the date on which the grantee makes a binding written commitment to obtain the services.
(d) Performance of work other than personal services.	On the date on which the grantee makes a binding written commitment to obtain the work.
(e) Public utility services .....	When the grantee receives the services.
(f) Travel .....	When the travel is taken.
(g) Rental of real or personal property.	When the grantee uses the property.
(h) A pre-agreement cost that was properly approved by the Secretary under the cost principles identified in 34 CFR 74.171 or 80.22.	

### RECORDS

**§ 75.730 Records related to grant funds.**

A grantee shall keep records that fully show:

- (a) The amount of funds under the grant;
- (b) How the grantee uses the funds;
- (c) The total cost of the project;
- (d) The share of that cost provided from other sources; and
- (e) Other records to facilitate an effective audit.

**§ 75.731 Records related to compliance.** A grantee shall keep records to show its compliance with program requirements. (Authority: 20 U.S.C. 1221e-3 and 3474)

**§ 75.732 Records related to performance.**

- (a) A grantee shall keep records of significant project experiences and results.
- (b) The grantee shall use the records under paragraph (a) to:
  - (1) Determine progress in accomplishing project objectives; and
  - (2) Revise those objectives, if necessary. (Approved by the Office of Management and Budget under control number

Please direct any questions regarding this mini-grant application in writing to: